

Main Criteria: Spelling Classroom
Secondary Criteria: South Carolina Standards & Learning
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Sentence Completion

Summary: Match words with their appropriate contextual sentence.

South Carolina Standards & Learning

Language Arts

Grade 1 - Adopted: 2015

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| STANDARD / COURSE | SC.1.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RL.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding rereading as necessary. |
| STANDARD / COURSE | SC.1.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RL.LCS | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RL.LCS.10.2. | Identify new meanings for familiar words and apply them accurately. |
| STANDARD / COURSE | SC.1.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |
| STANDARD / COURSE | SC.1.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RI.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding rereading as necessary. |
| STANDARD / COURSE | SC.1.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE | 1.RI.LCS. | Language, Craft, and Structure (LCS) |

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| AND SKILLS / ESSENTIAL QUESTION | | |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RI.LCS.9.2. | Identify new meanings for familiar words and apply them accurately. |
| STANDARD / COURSE | SC.1.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 1.RI.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 1.RI.RC.12. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 1.RI.RC.12.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

South Carolina Standards & Learning

Language Arts

Grade 2 - Adopted: 2015

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| STANDARD / COURSE | SC.2.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RL.LCS.10.1. | Use context to determine the meaning of words and phrases. |
| STANDARD / COURSE | SC.2.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |
| STANDARD / COURSE | SC.2.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 2.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RI.LCS.9.1. | Use context to determine the meaning of words and phrases. |
| STANDARD / COURSE | SC.2.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 2.RI.RC. | Range and Complexity (RC) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 2.RI.RC.1 2. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 2.RI.RC.1 2.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

South Carolina Standards & Learning

Language Arts

Grade 3 - Adopted: 2015

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| STANDARD / COURSE | SC.3.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RL.LCS | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RL.LCS .10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RL.LCS .10.1. | Use paragraph-level context to determine the meaning of words and phrases. |

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| STANDARD / COURSE | SC.3.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RL.RC. 13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RL.RC. 13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

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| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.LCS. 9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.LCS. 9.1. | Use paragraph-level context to determine the meaning of words and phrases. |

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| STANDARD / COURSE | SC.3.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 3.RI.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 3.RI.RC.1 2. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 3.RI.RC.1 2.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

South Carolina Standards & Learning

Language Arts

Grade 4 - Adopted: 2015

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| STANDARD / COURSE | SC.4.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE | 4.RL.LCS | Language, Craft, and Structure (LCS) |

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| AND SKILLS / ESSENTIAL QUESTION | . | |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RL.LCS.10.1. | Use definitions, examples, and restatements to determine the meaning of words or phrases. |
| STANDARD / COURSE | SC.4.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.LCS.9.1. | Use definitions, examples, and restatements to determine the meaning of words or phrases. |
| STANDARD / COURSE | SC.4.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 4.RI.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 4.RI.RC.12. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 4.RI.RC.12.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

South Carolina Standards & Learning

Language Arts

Grade 5 - Adopted: 2015

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| STANDARD / COURSE | SC.5.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RL.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RL.RC.13. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RL.RC.13.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.LCS. | Language, Craft, and Structure (LCS) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.LCS.9.1. | Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase. |
| STANDARD / COURSE | SC.5.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 5.RI.RC. | Range and Complexity (RC) |
| PERFORMANCE DESCRIPTOR / STANDARD | 5.RI.RC.12. | Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. |
| GRADE LEVEL EXAMPLE / STAGE | 5.RI.RC.12.3. | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |

South Carolina Standards & Learning

Language Arts

Grade 6 - Adopted: 2015

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| STANDARD / COURSE | SC.6.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 6.RL.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 6.RL.LCS.10. | Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 6.RL.LCS.10.1. | Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase. |
| STANDARD / COURSE | SC.6.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 6.RI.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 6.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXAMPLE / STAGE | 6.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.6.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 6.RI.LCS. | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 6.RI.LCS.9. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrase and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 6.RI.LCS.9.1. | Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function. |

South Carolina Standards & Learning

Language Arts

Grade 7 - Adopted: 2015

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| STANDARD / COURSE | SC.7.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE | 7.RL.LCS | Language, Craft, and Structure (LCS) |

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| AND SKILLS / ESSENTIAL QUESTION | . | |
| PERFORMANCE DESCRIPTOR / STANDARD | 7.RL.LCS .10. | Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 7.RL.LCS .10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.7.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 7.RI.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 7.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXAMPLE / STAGE | 7.RI.P.4. 3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

South Carolina Standards & Learning

Language Arts

Grade 8 - Adopted: 2015

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| STANDARD / COURSE | SC.8.RL. | Reading – Literary Text (RL) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 8.RL.LCS . | Language, Craft, and Structure (LCS) |
| PERFORMANCE DESCRIPTOR / STANDARD | 8.RL.LCS .10. | Apply a range of strategies to determine the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| GRADE LEVEL EXAMPLE / STAGE | 8.RL.LCS .10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.8.RI. | Reading – Informational Text (RI) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | 8.RI.P. | Principles of Reading (P) |
| PERFORMANCE DESCRIPTOR / STANDARD | 8.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXAMPLE / STAGE | 8.RI.P.4. 3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

South Carolina Standards & Learning

Language Arts

Grade 9 - Adopted: 2015

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RL.P. | Use context to confirm or self-correct word recognition and understanding, |

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| | 4.3. | rereading as necessary. |
| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.LCS. | Language, Craft, and Structure (LCS) |

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| GRADE LEVEL EXAMPLE / STAGE | E2.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RL.P. 4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |

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| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.P.4 | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.P.4 | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E4. | English 4 |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |

South Carolina Standards & Learning
Language Arts
Grade 10 - Adopted: 2015

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.LCS. | Language, Craft, and Structure (LCS) |

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| STANDARD | | |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RL.P. 4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / | E3.RL. | Reading - Literary Text (RL) |

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| ESSENTIAL QUESTION | | |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |

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| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |

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| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |

South Carolina Standards & Learning

Language Arts

Grade 11 - Adopted: 2015

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |

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| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RL.P. 4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.P.4 | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.P.4 | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RI.P.4 | Use context to confirm or self-correct word recognition and understanding, |

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| | .3. | rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RL.P. 4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.LC S. | Language, Craft, and Structure (LCS) |

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| GRADE LEVEL EXAMPLE / STAGE | E4.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |

**South Carolina Standards & Learning
Language Arts**

Grade 12 - Adopted: 2015

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.P. 4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RL.P. 4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RL.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E1.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |

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| STANDARD / COURSE | SC.E1. | English 1 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E1.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E1.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E1.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E1.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |

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| STANDARD / | SC.E2. | English 2 |
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| COURSE | | |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E2.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E2. | English 2 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E2.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E2.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E2.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E2.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| INDICATOR | E3.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RL.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RL.LCS.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RL.LCS.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E3.RI.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E3. | English 3 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E3.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E3.RI.LCS. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E3.RI.LCS.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E3.RI.LCS.9.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RL.P.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RL.P.4.3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RL. | Reading - Literary Text (RL) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RL.LCS. | Language, Craft, and Structure (LCS) |

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| GRADE LEVEL EXAMPLE / STAGE | E4.RL.LC S.10. | Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RL.LC S.10.1. | Use context clues to determine meanings of words and phrases. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.P. | Principles of Reading (P) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.P.4 . | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATOR | E4.RI.P.4 .3. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text. |
| STANDARD / COURSE | SC.E4. | English 4 |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | E4.RI. | Reading - Informational Text (RI) |
| PERFORMANCE DESCRIPTOR / STANDARD | E4.RI.LC S. | Language, Craft, and Structure (LCS) |
| GRADE LEVEL EXAMPLE / STAGE | E4.RI.LC S.9. | Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. |
| INDICATOR | E4.RI.LC S.9.1. | Use context clues to determine meanings of words and phrases. |